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ABSTRACT

The paper summarizes a program evaluation plan used in the Macomb (Illinois) 0-3 Regional Project for rural handicapped and high risk infants and toddlers, and discusses the project's system for parent charting of long term goals. The instruments used by the project include formal summative measures (The Alpern-Boll Developmental Profile and Receptive-Expressive Emergent Language Scale), attitude questionnaires, observation (videotapes, behavior growth charts), and discussion. Summary forms are included. The paper on parent charting discusses two types of charts: a simple graphic analysis of child behavior which is done in the home, and a more complex computer analysis to include predicted behavior. Annotated progress charts are presented. (CL)

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macomb 0-3 regional project

rural child-parent service

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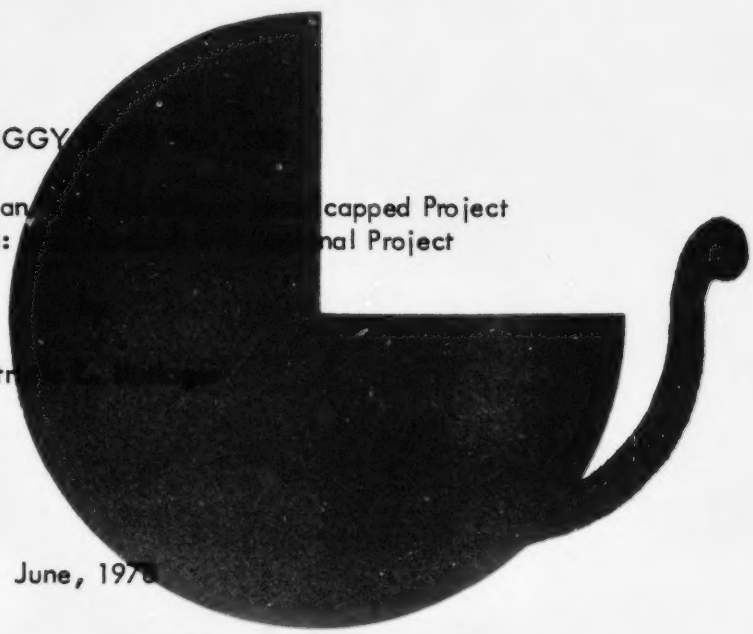
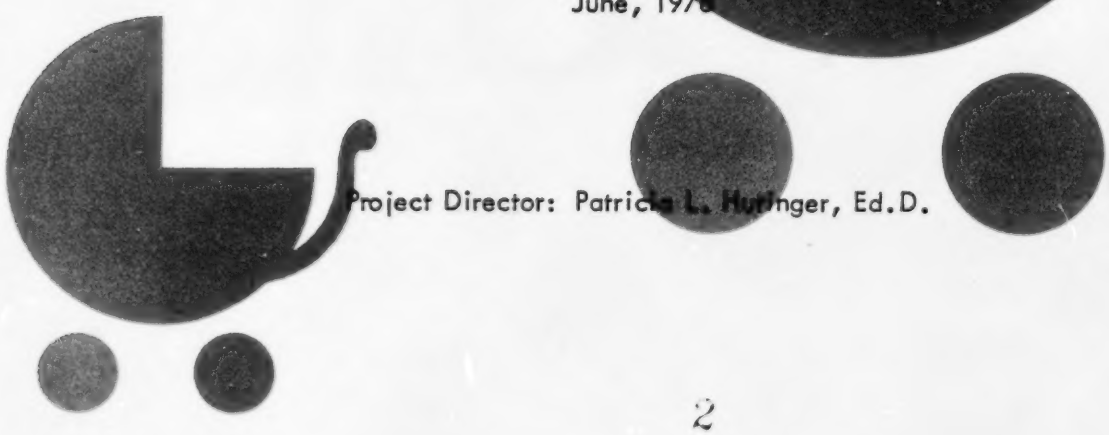


BABY BUGGY

A Design and Timeline for an [illegible]capped Project
Assessment/Evaluation: [illegible]nal Project

Patr[illegible]

June, 197[illegible]



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Demand for accountability in programs supported by public monies has led to emphasis upon the development of careful evaluation designs. Such an emphasis was built into the Macomb 0-3 Regional Project from the beginning. The purpose of this paper is to present a summary of an evaluation plan which can be used for gathering necessary data for internal decision-making while at the same time meeting criteria needed for public accountability.

A member of the First Chance Network of the Handicapped Children's Early Education Program, funded by the Bureau of Education for the Handicapped, the Macomb 0-3 Regional Project is a model home-based program for the education/remediation of handicapped, high risk, and/or developmentally delayed infants, ages birth to three, and their families, who reside in a rural area. The Project is located in the College of Education at Western Illinois University in Macomb, Illinois.

Underlying objectives of the home-based Project include provision of on-site services to young children and their families; achievement of a high rate of participation among families scattered in a rural area with few centralized helping services; and attainment of cooperation, responsibility, and effectiveness on the part of parents as a result of the direct on-site service delivery.

The accompanying table details a two-year plan which can be used as an example for other programs dealing with young children, handicapped or not. The table lists the evaluation measure, time interval, and dates for accomplishment for the following components: child, parent, and staff. The plan can be modified for programs which find other components necessary.

As a result of such a plan, objective data is available to demonstrate the effectiveness of the project. Such data is useful in reporting to a wide audience ranging from the U.S. Office of Education and local agency administrators to civic-minded groups. Demonstrating effectiveness through the use of a careful comprehensive plan is an important responsibility in programs for young handicapped children.

The instruments used by the Project include formal summative measures (the Alpern-Boll Developmental Profile and Receptive-Expressive Emergent Language Scale), attitude questionnaires (Parent and Staff Satisfaction Questionnaires), observation (videotapes, Behavior Growth Charts) and discussion. Detailed information on the measures used may be found in other Baby Buggy papers.

Summary forms for records on children and parents which help the Child Development Specialists in determining which measures have been given, or are due, are included at the end of this paper. Data for a particular measure is summarized and recorded on a master sheet for all children or families. All information is easily available in a child's folder.

Macomb 0-3 Regional Project
June, 1978

Use of such a plan, with insertion of appropriate dates accomplished as well as planned dates for future accomplishment, provides an easily used guideline for evaluation activities. When such a plan is tacked on a bulletin board, it becomes a reminder that helps staff keep the evaluation component on schedule. A timeline for future evaluation is an organizational procedure which clarifies a project's evaluation design for staff members, administrators and funding agencies.

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A Design and Timeline for an Early Childhood Handicapped Project Assessment/Evaluation

		Interval	Date Accomplished	Dates to be Accomplished
Child				
	Alpern-Boll	1. two weeks after child enters project 2. every six months		
	REEL	1. two weeks after child enters project 2. every six months		
	Hunt-Uzgiris	1. criterion - for children less than 1 1/2 years at first testing 2. two weeks after child enters project 3. every six months		
	Behavior Growth Chart	1. daily (parent) 2. weekly (CDS) 3. summaries		
Parent				
	Parent Satisfaction Questionnaire	1. criterion - three months in project 2. every six months		
	Selected Parent Behavior	1. weekly		
	Videotape	1. criterion - six months in project 2. two, six months apart		

Staff		Interval	Date Accomplished	Dates to be Accomplished
	Selected Behavior	1. daily as needed		
	Staff Activity Accountability Program	1. daily		
	Staff Satisfaction Questionnaire	1. every six months		
	Conferences with Director	1. every three months		
	Videotape (minimum - 1 home visit)	1. every six months		
	In-service Session	1. once a month		

Test: Hunt and Uzgiris

Test: _____

Evaluation of Project: Parent Satisfaction Questionnaire

Dates administered listed below:

_____ _____ _____ _____ _____ ____

Child or parent videotaped:

Dates taped listed below:

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Areas of Delay Statement:

Based upon initial testing and observation of the child, the following areas have been determined in need of concentrated work:*

_____

_____

_____

_____

_____

_____

_____

_____

*For more detailed information, see bi-yearly goals. _____ (CDS)

Supplemental Services

	(dates)			
Speech Evaluation	_____	_____	_____	_____
Hearing Evaluation	_____	_____	_____	_____
Vision Evaluation	_____	_____	_____	_____
Occupational Therapy	_____	_____	_____	_____
Physical Therapy	_____	_____	_____	_____
Psychological Services	_____	_____	_____	_____

_____

_____

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BABY BUGGY PAPER NO. 156

Annotated Examples of Child's Progress Charts

by

Dennis L. Edinger, Ph.D.
Patricia L. Hutinger, Ed.D.

July, 1977

These working papers are intended primarily as informal research communications to and among the Project staff. They may contain hypotheses, study proposals, reports of study, critiques, etc., at any stage of refinement. Persons outside the Project staff are free to contribute to the series but distribution outside the Project staff is at the discretion of the authors.

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The Child Progress Chart

The "Child Progress Chart" provides the reader with an accurate mechanism for directly monitoring learned behaviors. Educators generally can teach typical children and adults successfully by evaluating the products of the individual's performance. The handicapped infant, however, presents quite another problem. The products that babies produce are limited in relation to their problems; their behavior, on the other hand, is more abundant and therefore tells you much more.

A clearer picture of infants is drawn when one directly measures the target (desired) behavior rather than inferring improvement in the behavior from changes in its products. To do this one must understand that learned behavior "grows" just as living organisms grow. Most cells grow by dividing in a geometric fashion (e.g., 1-2-4-8-16 . . .). Learned behavior grows in just the same way. This behavior can be counted and recorded.

The "Child Progress Chart" provides the viewer with a clear illustration of this growth without resorting to the complex procedures scientists use. For the inquisitive reader, the procedures are there. The chart is so simple, however, that anyone who can discriminate up from down and big from little can make correct decisions about the behaviors recorded on the chart.

In work with infants, the parent most often chooses the activity to be measured with the help of a professional. Most professionals find they have to revise and reinterpret these activities into terms that are meaningful to both the professional and to the parent. There are some standard guides for conducting this translation, but there are few assurances that the translation and subsequent professional action are correct and precise. In fact, the only individual who can provide that information is the child--the handicapped infant, in this case.

The "Child Progress Chart" validates the choice of the parent and the professional in terms of the direct observable performance of the child because it tells the reader not only what the child has done in the past and what he is doing at the present time, but it gives a fairly accurate forecast of what the child will do in the next several weeks.

Some examples of child progress charts follow.

Note: On the chart to follow:

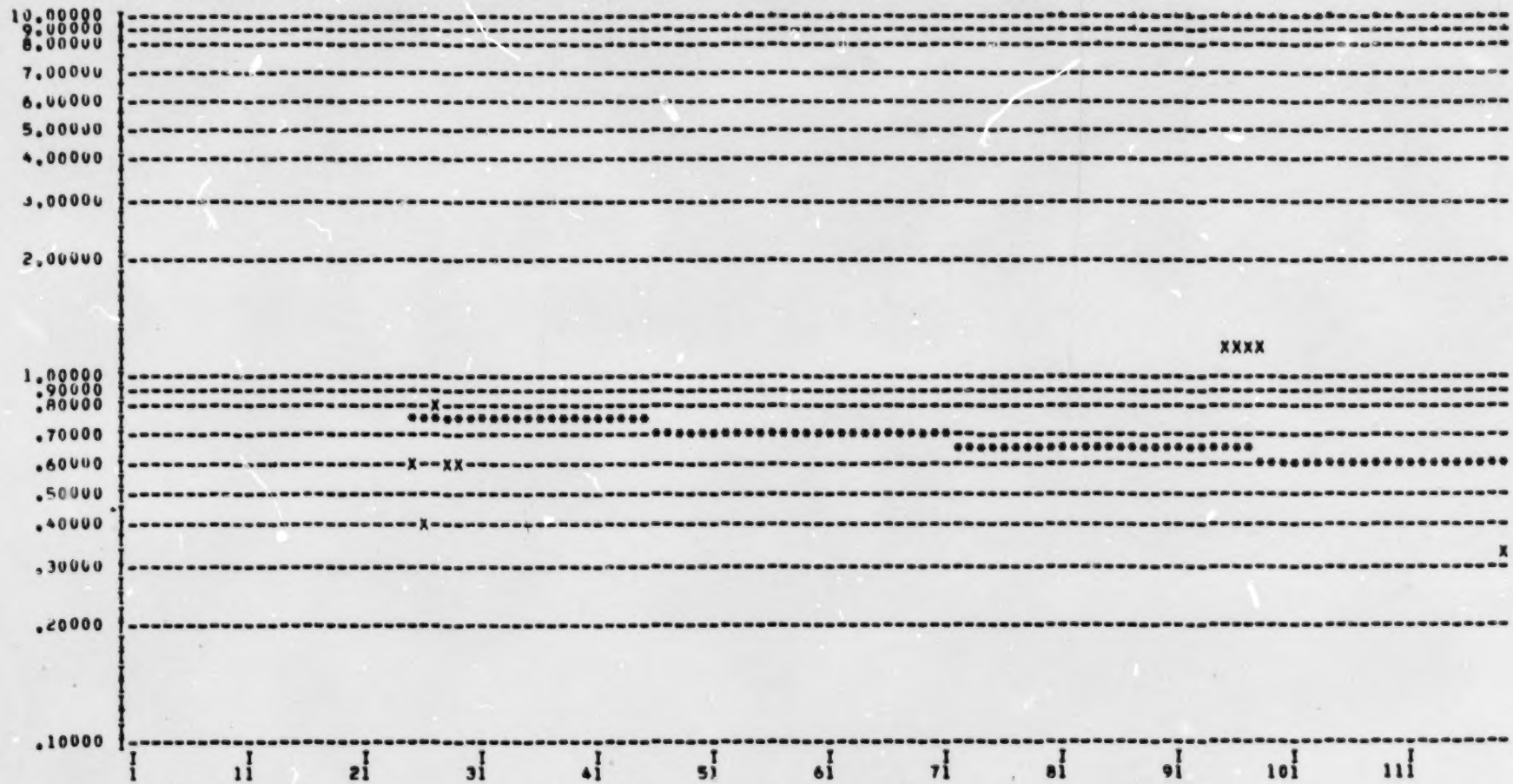
x is an observed performance frequency

* is the predicted performance frequency based on the previously observed frequencies

/ is an observed preformance frequency that is exactly the same as the predicted frequency

CHILD'S PROGRESS CHART
MACOMB 0 - 3 PROJECT

CHILD: 16
CHARTER: JULIE LOGANECKER
ACTIVITY: PUTS STRING THRU 3 BEADS HE HOLDS W/PROMPTING
ACTIVITY CATEGORY: 14.41.00
DATE: 77/06/22.

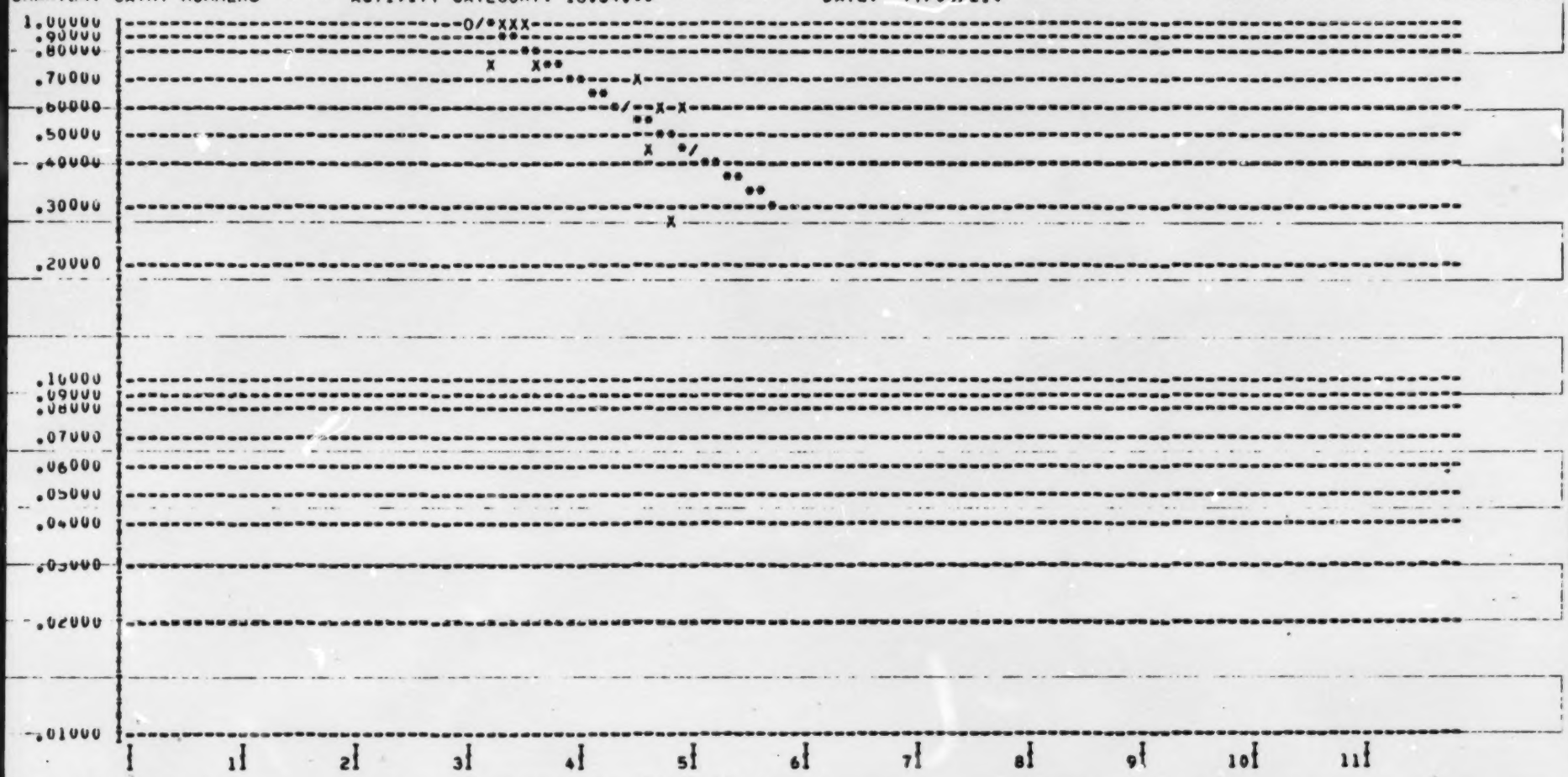


DAY 1 IS: 76/10/ 1.
NUMBER OF OBSERVATIONS IS 13
EQUATION OF LEAST SQUARES LINE IS Y = .8526503225 * .9964373767 **X

NOTE: On this chart child #16 is having difficulty with the activity on the week starting day 25. The behavior was noted to be unstable. The activity was discontinued until day 95 where it appears stable. (The "x" on day 119 is a key punch error.)

CHILD'S PROGRESS CHART
MACOMB 0 - 3 PROJECT

CHILD: 21
CHARTER: CATHY-HOMMERS
ACTIVITY: WALKS DOWN STEPS WITH AID 4 XS
ACTIVITY CATEGORY: 16.34.00
DATE: 77/05/21.



DAY 1 IS: 77/ 1/ 1. NUMBER OF OBSERVATIONS IS 14

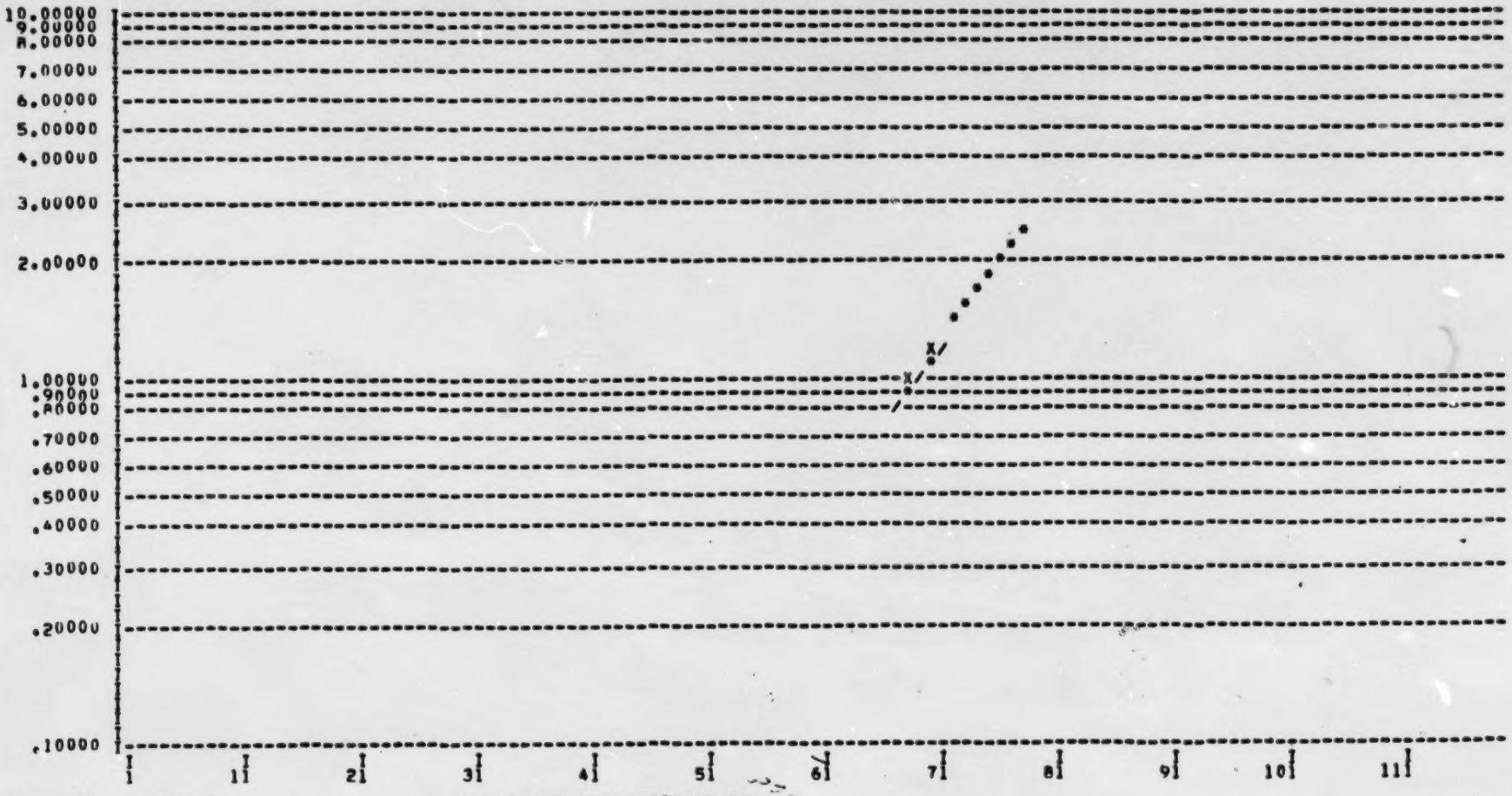
EQUATION OF LEAST SQUARES LINE IS Y = 4.170145432 + .9564983372 **X

NOTE: On this chart child #21 is telling parents and professionals the activity is probably not correct. It is going down inconsistantly and the chart predicts that it will continue to go down. Change was innitiated after the second week. (The "/" indicates a day where the prediction and the observed performance are the same. The "O" means a behavior higher than the chart was observed.)

CHILD'S PROGRESS CHART
MACOMB 0 - 3 PROJECT

CHILD: 16
CHARTER: JULIE LOGANECKER

ACTIVITY: PLACES 3 BLUE & 3 RED PEGS IN PEGBOARD W/PROMPTING
ACTIVITY CATEGORY: 15.08.01
DATE: 77/06/22.



DAY 1 IS: 76/10/ 1. NUMBER OF OBSERVATIONS IS 5

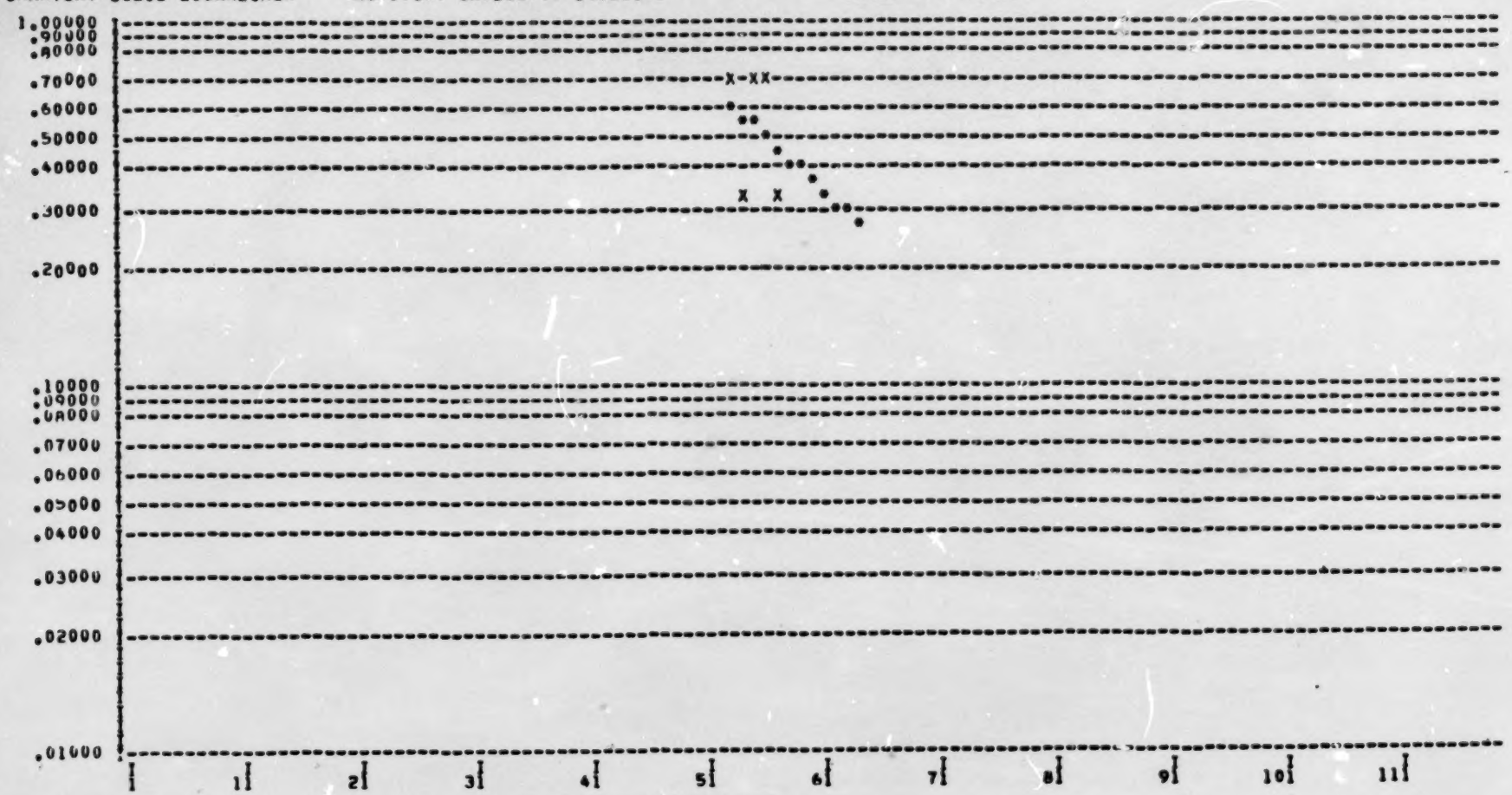
EQUATION OF LEAST SQUARES LINE IS Y = -.1086126783E-02* 1.104425375 **X

NOTE: On this chart child #16 is telling parents and professionals the activity is much too easy. The Child Development Specialist should eleminate the TASK ANALYSIS in 15.08.01 and try for the complete activity 15.08.00 (i.e., without the prompting).

CHILD'S PROGRESS CHART
MACOMB 0 - 3 PROJECT

CHILD: 16
CHARTER: JULIE LOGANECKER

ACTIVITY: PLACES TRIANGULAR IN SORTER BOX W/ OTHERS COVERED
ACTIVITY CATEGORY: 14.38.01
DATE: 77/06/22.



DAY 1 IS: 76/10/ 1.

NUMBER OF OBSERVATIONS IS 5

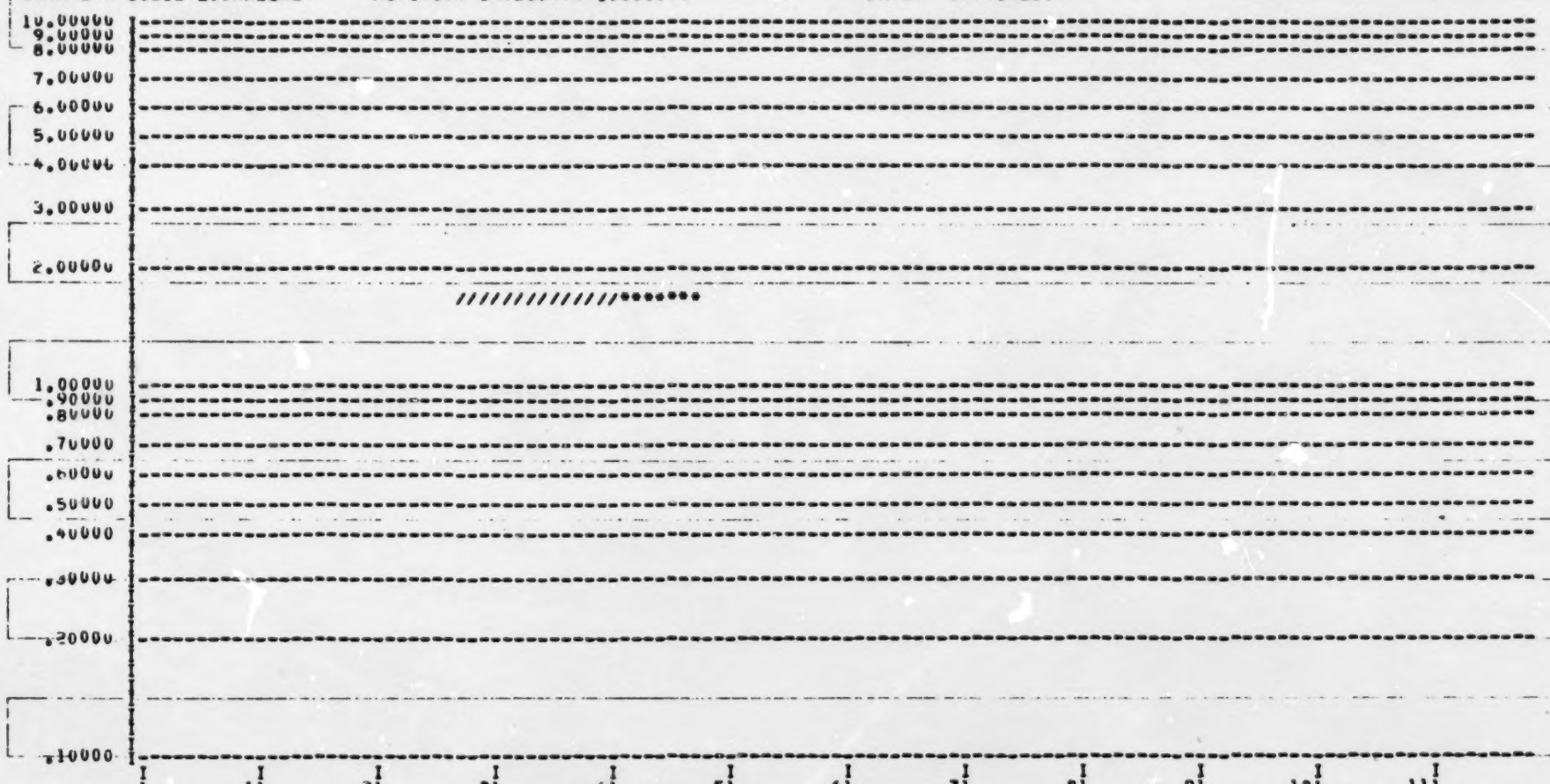
EQUATION OF LEAST SQUARES LINE IS Y = 22.86450053 * .9330329915 **X

THE OBSERVATIONS ON THE NEXT GRAPH ARE SUCH THAT

NOTE: On this chart, child #16 is telling the parents and professionals the activity is probably not correct. It is going up and down too much. Further, the chart predicts the activity will continue to decelerate. The TASK ANALYSIS (14.38.01) was even too dificult. A simpler activity should be selected.

CHILD'S PROGRESS CHART
MACOMB 0 - 3 PROJECT

CHILD: 18
CHANYENT: JULIE LOGANECKER — ACTIVITY: PUSHES SELF OVER FROM BACK TO FRONT 2/5 X(PHYS PRM
ACTIVITY CATEGORY: 16.10.01 — DATE: 77/06/21.



DAY 1 IS: 76/10/ 1. — NUMBER OF OBSERVATIONS IS 14

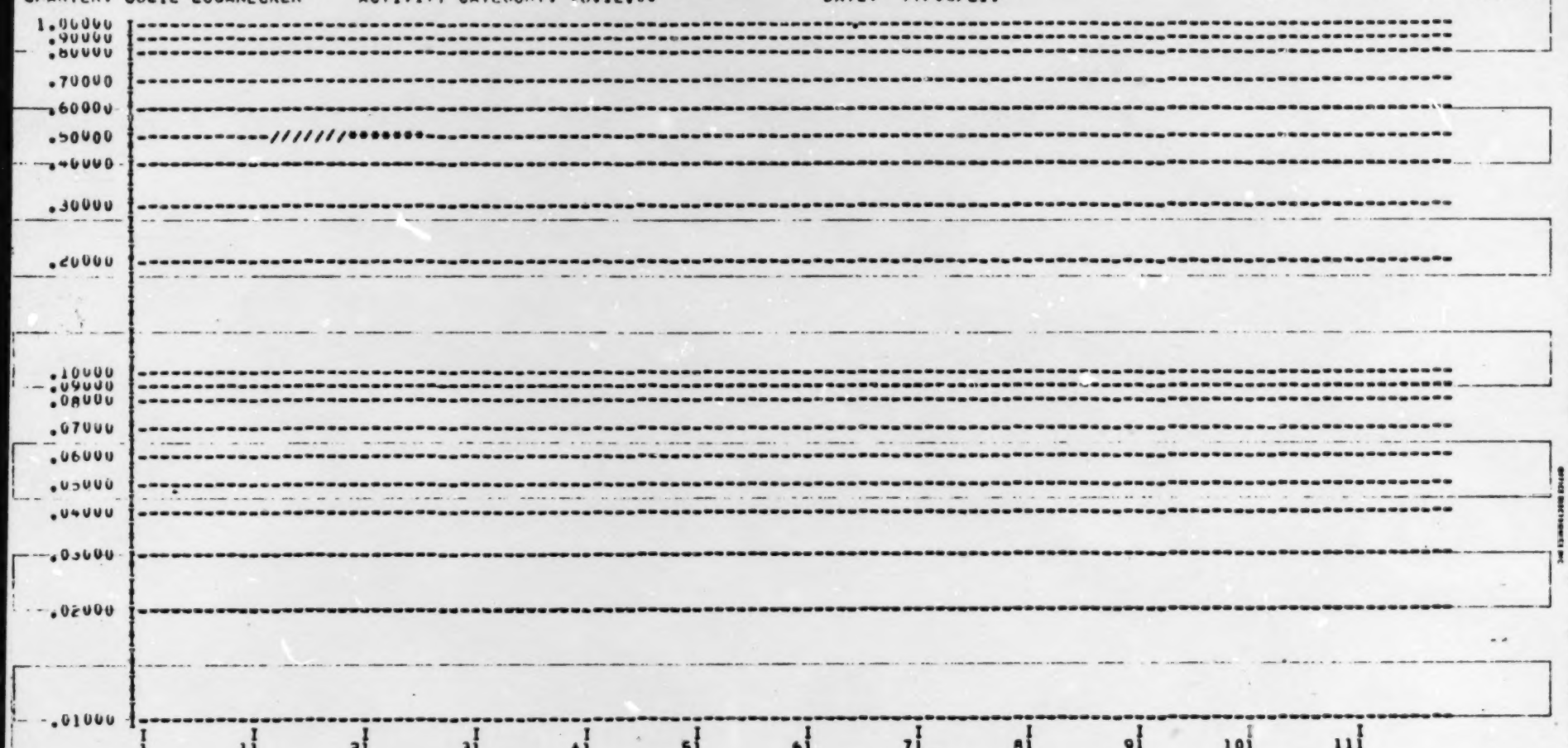
EQUATION OF LEAST SQUARES LINE IS Y = 1.666666667 + 1.000000000 Ω_x

NOTE: On this chart child #18 is either cruising along with no problem, or the parent is reporting the CRITERION REFERENCE RATHER THAN THE OBSERVED PERFORMANCE! The latter is more probable.

CHILD'S PROGRESS CHART
MACOMB 0 - 3 PROJECT

CHILD: 22
CHARTER: JULIE LOGANECKER

ACTIVITY: BALANCES SELF 3X IN 2 MIN ON FLR W/PHYS PROMPTING
ACTIVITY CATEGORY: 16.12.00
DATE: 77/06/21.



DAY 1 IS: 76/10/ 1. NUMBER OF OBSERVATIONS IS 7

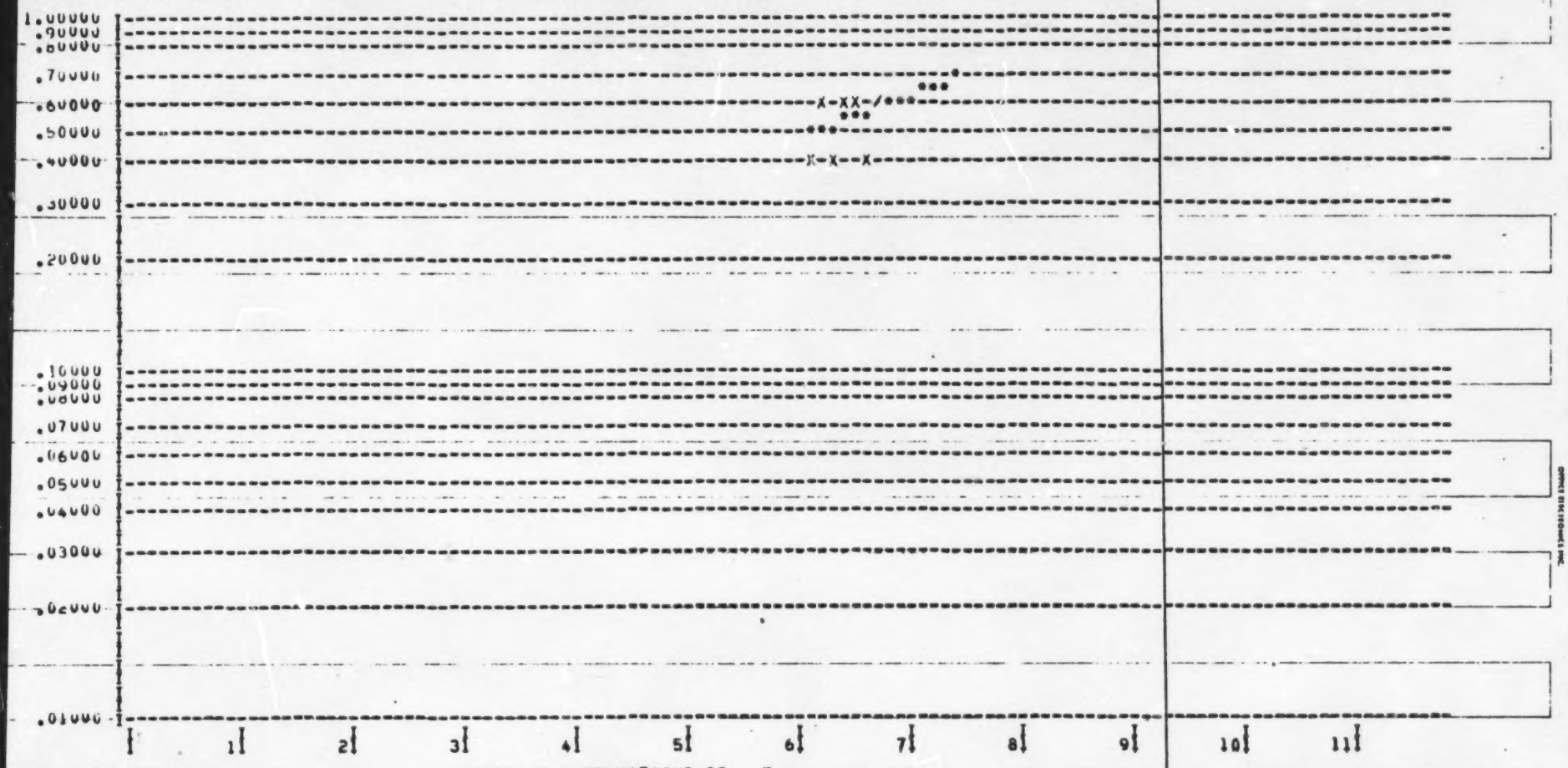
EQUATION OF LEAST SQUARES LINE IS Y = .5000000000 * 1.0000000000 **X

NOTE: On this chart child #22 is either cruising along with no problem, or the parent is reporting the CRITERION REFERENCE RATHER THAN THE OBSERVED PERFORMANCE! The latter is more probable.

CHILD'S PROGRESS CHART
MACOMB 0 - 3 PROJECT

CHILD: 34
CHARTER: CATHY HUMMERS

ACTIVITY: CUTS PAPER WITH SCISSORS WITH PARENTS AIDE
ACTIVITY CATEGORY: 15.04.00
DATE: 77/06/21.



DAY 1 IS: 77/ 1/ 1, NUMBER OF OBSERVATIONS IS 7

EQUATION OF LEAST SQUARES LINE IS Y = .76756826C5E-01* 1.029385264 **X

NOTE: On this chart the child is showing a nice stable growth, therefore Activity 15.05.00 is probably a good choice for the next activity. (The line on day 93 is the limit of the chart using a PORT-A-COM terminal.)

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The charting system used by the Macomb 0-3 Regional Project is the result of several modifications of the original procedure. It is designed to plan, with selected parents, a long range goal for the child. Weekly activities are used and charted by the parent with the child as a means to accomplish the determined goal. The charts provide graphic demonstration of directly monitored child behaviors.

Two separate sets of charts are developed. The first is a simple graphic analysis of child behavior which is done in the home. The second is a more complex computer analysis, the Behavior Growth Chart, which is the result of a computer program developed to include predicted behavior.

When parents chart selected behaviors of their children, the outcomes are varied. Besides resulting in collection of data, chartingassures daily parent involvement with the child. Of greatest importance, however, is the feedback the charting provides concerning the child's progress. With the aid of the charts, the parent and the Child Development Specialist can gather information, compare notes and make decisions about the child's future activities. The charts are records of actually observed child behavior.

Problems do occur when asking parents to chart. For example, they may simply refuse. "There is no time," or "I forgot where I left the chart," or most frequently, "I work with my child every day but I just don't keep track of how often he does the activity" are common excuses. By including the parent in the planning of the goals and activities, providing the materials when necessary, and keeping the charting procedure very simple, the Child Development Specialists (CDSs) have overcome some of these objections. However, it is still necessary to use discrimination in selecting and asking parents to chart.

It is not necessary to have every parent charting. If only a few are charting, but charting consistently, there will be enough data to support the Project work. The parents' feelings about working with the child should be kept in mind. Charting should not be a threat, but rather a positive experience and a reliable way to see the child's progress. If a positive attitude is encouraged and maintained, parents will be much more willing to work with the CDS.

Most parents whose children are seen on a weekly basis are asked to work daily with their children on an activity leading to the accomplishment of a Long Term Goal. Exceptions are parents of children who are seen at a babysitter's house and parents who feel that they don't have the time to work on a specific program with their child. After the parents agree to chart, a Long Term Goal is chosen by the parent and the CDS jointly.

The goal is selected from a list of Bi-Yearly Goals that are developed by the CDS with input from the parent. Bi-Yearly Goals are the basis of each Project child's individualized program. The list is compiled from the Core Curriculum after the child has been in the Project six weeks, and is revised every six months thereafter. Selection of the goals is based on formal assessment, systematic observation of the child, and informal assessment of the child's present needs as determined by the child's parents and the CDS. Choosing the Long Term Goal from the Bi-Yearly Goals insures that the goal represents a behavior that both the parents and the CDS agree is important for the child to acquire.

A successful charting program consists of the following conditions: 1) the parent must want the child to accomplish the chosen goal, and 2) the goal must be emerging at the onset of the program. (See Baby Buggy Papers #163 and #164 for further explanation of this process.) When the goal has been selected, the CDS records it on a Long Range Goal form. (See Figure 1 for an example.) Activities are listed that will lead to the child's mastery of the goal. The activities chosen depend upon the developmental level of the child and the nature of his/her handicapping condition. The activities may be a task analysis of the goal. (See Figure 1.) They may also be branched activities (a variety of activities which will lead to the accomplishment of the goal), as demonstrated in Figure 2.

The first activity selected (Activity 1) becomes the behavioral objective for the first week's activity chart. Criterion references are not used with the objectives since the Project staff found that such criteria limit parents in working with their child. In Figure 1, the first activity is "The child positions self on hands and knees." After the CDS models the activity with the child, the parent carries out the activity in order to make sure the directions are clear. Then, the parent repeats the activity daily with the child. The parent counts the activity each day according to the number of times the activity is performed and the number of minutes spent on the activity. The count is recorded for one week. An example of a recording sheet for an actual activity may be found in Figure 3.

During the next home visit, the CDS determines the daily frequency of the activity by dividing the count by the number of minutes. For example, in Figure 3, the first day's frequency is .5. The frequency is then plotted using a line graph on the graph form. (See Figure 4.) The graph gives a simple yet precise picture of the child's performance, which helps the parent and the CDS to jointly determine whether to continue the task for a second week, branch off the task (perform the same task in a different way), back up a step, or go on to the next activity. A graph curve which rises rapidly and then reaches a plateau, as demonstrated in Figure 5, indicates that the child has mastered the task. If the graph plotting is at a low level and shows no gain (Figure 6), the child is probably unable to do the task, so a branch activity or repetition of the former

activity would be indicated. If the graph demonstrates a slow gain by the child (Figure 7), it suggests that he/she is probably capable of doing the task, but needs more time to master it. In that case, the activity is usually repeated for another week. Any given activity is charted for a maximum of two weeks. Usually after a period of two weeks, both the parent and the child are ready for a different activity. If the child has not accomplished the goal within two weeks, it is probably too difficult for him. In such a case, the parent and the CDS may decide to go back to an earlier developmental level of that goal.

Organizing Data

The data collected by the parent is collected in the Project office, keypunched, then processed and stored in a computer data bank. In order to do this, a numbering system was designed to identify activities. Each Long Term Goal is assigned a six-digit number which is taken from the Core Curriculum. The Core Curriculum is a compilation of the goals used for most of the children in the Project's caseload. All children do not use all Core Curriculum goals, however, since the Core Curriculum reflects developmental differences. (See Baby Buggy Paper #163 for a detailed explanation of the Core Curriculum.)

The first two numbers of the Long Term Goal's six digit number consists of the curriculum area in which the goal falls. The second two numbers refer to a specific goal listed within the general area. For example, 01.01.00 refers to the first goal, "follows moving object with eyes and head horizontally," in the area of Visual goals.

Area	Area Number
Visual	01
Auditory	02
Sensory	03
Gross Motor	04
Fine Motor	05
Cognitive	06
Language	07
Self-Help	08
Social	09

The final two numbers are designated for the use of the CDS for a task analysis, if necessary. For example, the number 04.01.00 would be the Long Term Goal, "The child pulls self to standing." If the CDS felt that the goal needed to be broken down, the task analysis would be numbered 04.01.01, 04.01.02, 04.01.03, etc. Task analyses are flexible and geared to the individual child. Thus, 04.01.01 may reflect an activity in the same area (Gross Motor) with the same long range goal, for more than one child in the Project. However, the task analysis may differ in nature from child to child. In that case, the last

two numbers will not necessarily coincide in meaning for two different children. Since comparisons are not made between or among Project children, such flexibility in numbering creates no problems in computer analyses. (For a comparison of two different task analyses of the same goal, see Figures 1 and 8.)

Special Programs

If a child's specific problem is one that is not likely to occur in any other child, the goal to solve that problem (or to effect a partial solution) is not included in the Core Curriculum. In order to provide for such an occurrence in the individual child's program, a separate set of numbers was created for special long term goals. The first two numbers (from 90–99) indicate that the goal is a special program. The second two numbers are the activity numbers. Even if the activity is taken directly from a goal in the Core Curriculum, the number is changed to indicate the special program. The last two numbers indicate a task analysis. This numbering system was used by the Macomb 0–3 Project for a child with hemiparesis involving the right side. The Occupational Therapist recommended that he be encouraged to use his left hand dominantly with his right hand assisting. Since he is the only child encountered by the Project who needed to accomplish that specific goal, it was numbered as a special goal program. (See Figure 2 for the list of activities and their corresponding numbers.)

The Nature of the Data

Computer analysis provides charts of the directly monitored child behaviors. It also helps the CDS make decisions related to planning activities for the child. The computer charts, Behavior Growth Charts, are useful in supporting CDS judgment.

Information from the home charts is keypunched, then stored in the computer. A Fortran program, developed to handle the data, underwent time-consuming refinement. Further information regarding the computerized Behavior Growth Charts may be found in Baby Buggy Papers #155 and #156.

Figure 1: Task analysis of Long Term Goal

Child's Name and Number 059

CDS's Name and Number 05

Long-range goal The child crawls reciprocally.

Number 04.19.00

Activity Numbers		
04.19.01	1.	The child positions self on hands and knees.
04.19.02	2.	The child maintains balance on hands and knees.
04.19.03	3.	The child rocks up and back on hands and knees.
04.19.04	4.	The child moves forward on hands and knees.
04.19.05	5.	The child moves forward reciprocally on hands and knees.
	6.	
	7.	
	8.	
	9.	
	10.	
	11.	
	12.	
	13.	
	14.	
	15.	

Figure 2: Branched activities of a special goal program

Child's name and number: 094

CDS's name and number: 05

Long Range Goal: The child performs a simple task using both hands--left hand dominant.
Number 90.00.00

BYG No.	Activities to chart:
90/01/00	1. The child removes pegs from a pegboard.
90/02/00	2. The child places pegs in a pegboard.
90/03/00	3. The child pours beans, etc., from one container to another.
90/04/00	4. The child throws a large ball.
90/05/00	5. The child turns pages of a book.
90/06/00	6. The child makes a mark on paper.
90/07/00	7. The child paints with a brush.
90/08/00	8. The child spreads paste on paper.
90/09/00	9. The child strings beads.
90/10/00	10. The child cuts paper.
90/11/00	11. The child screws a lid.
90/12/00	12. The child unscrews a lid.
90/13/00	13. The child catches a ball.

Figure 3: Daily recording sheet of Long Term Goal activity

MACOMB 0-3 REGIONAL PROJECT

Child's Number: 094

CDS's Number: 05

Date: / /
yr mo day

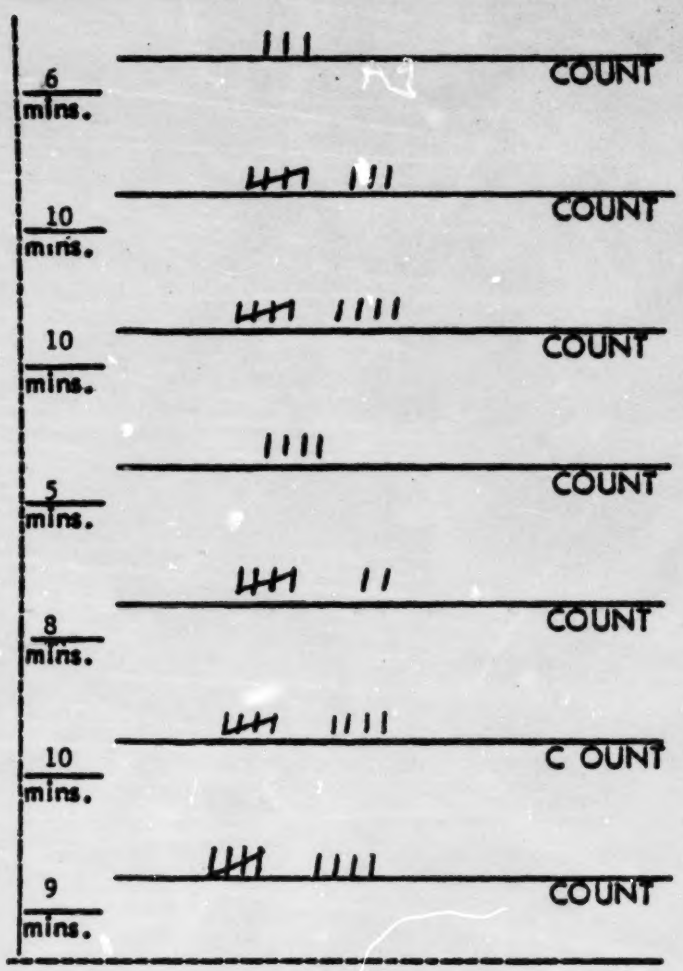
ACTIVITY CHART

BEHAVIORAL OBJECTIVE:
number: 90/01/00

The child removes pegs from a pegboard.

DIRECTIONS:

1. Tell parent minimum time to work.
2. Demonstrate procedure.
3. Show parent how to keep count.
4. Let parent try activity with child.



PARENTS COMMENTS:

Figure 4: Frequency graph of data collected during one week

Child's Name: 894

CDS: 05

Long Term Goal: The child performs a simple task using both hands, left hand dominant. 90.00.00

Activity: The child removes pegs from a pegboard. 90.01.00

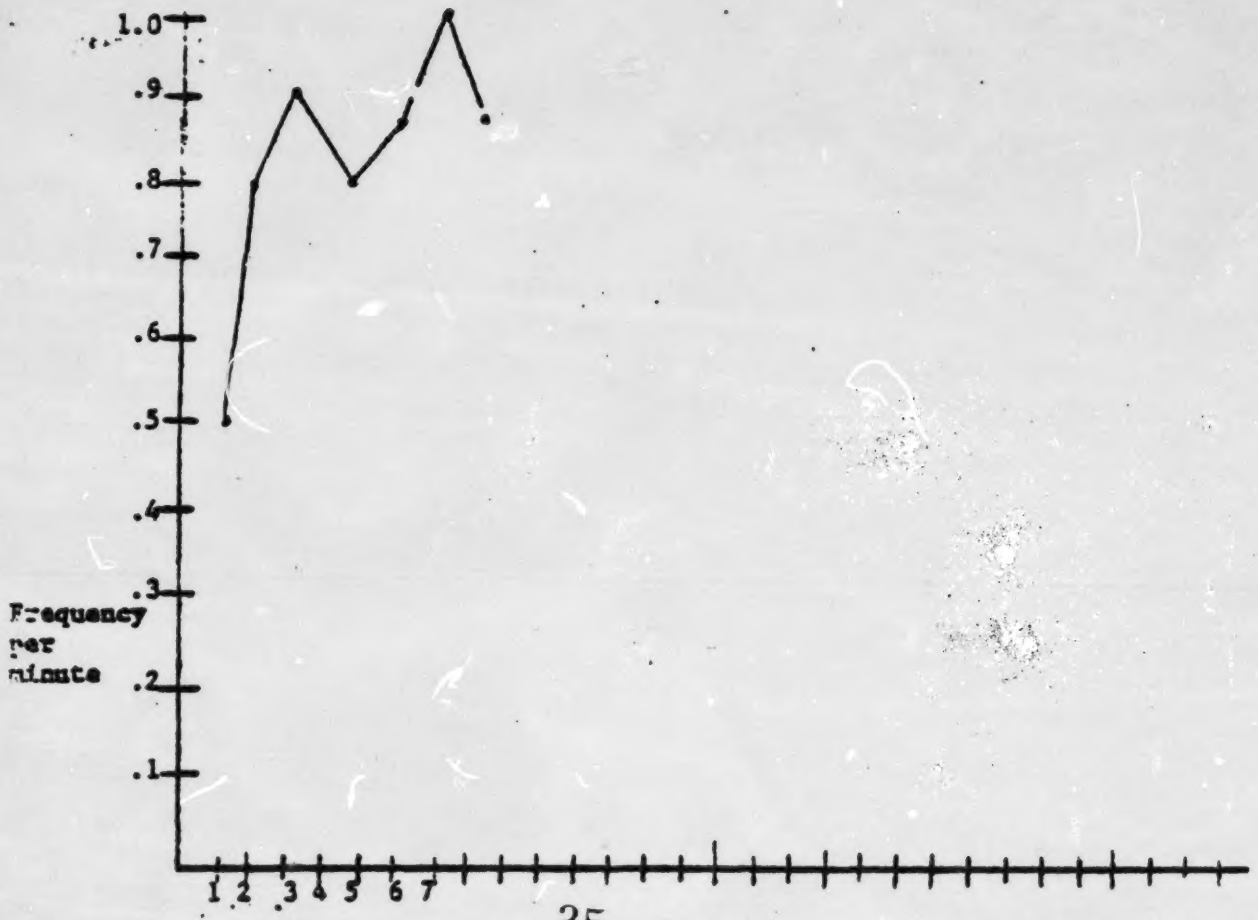


Figure 5: Frequency graph of data collected during one week

HACCRB 0-3 REGIONAL PROJECT

Child's Name: 094

CDS: 05

Long Term Goal: The child uses both hands, left hand dominant. 90.00.00

Activity: The child removes pegs from pegboard. 90.01.00

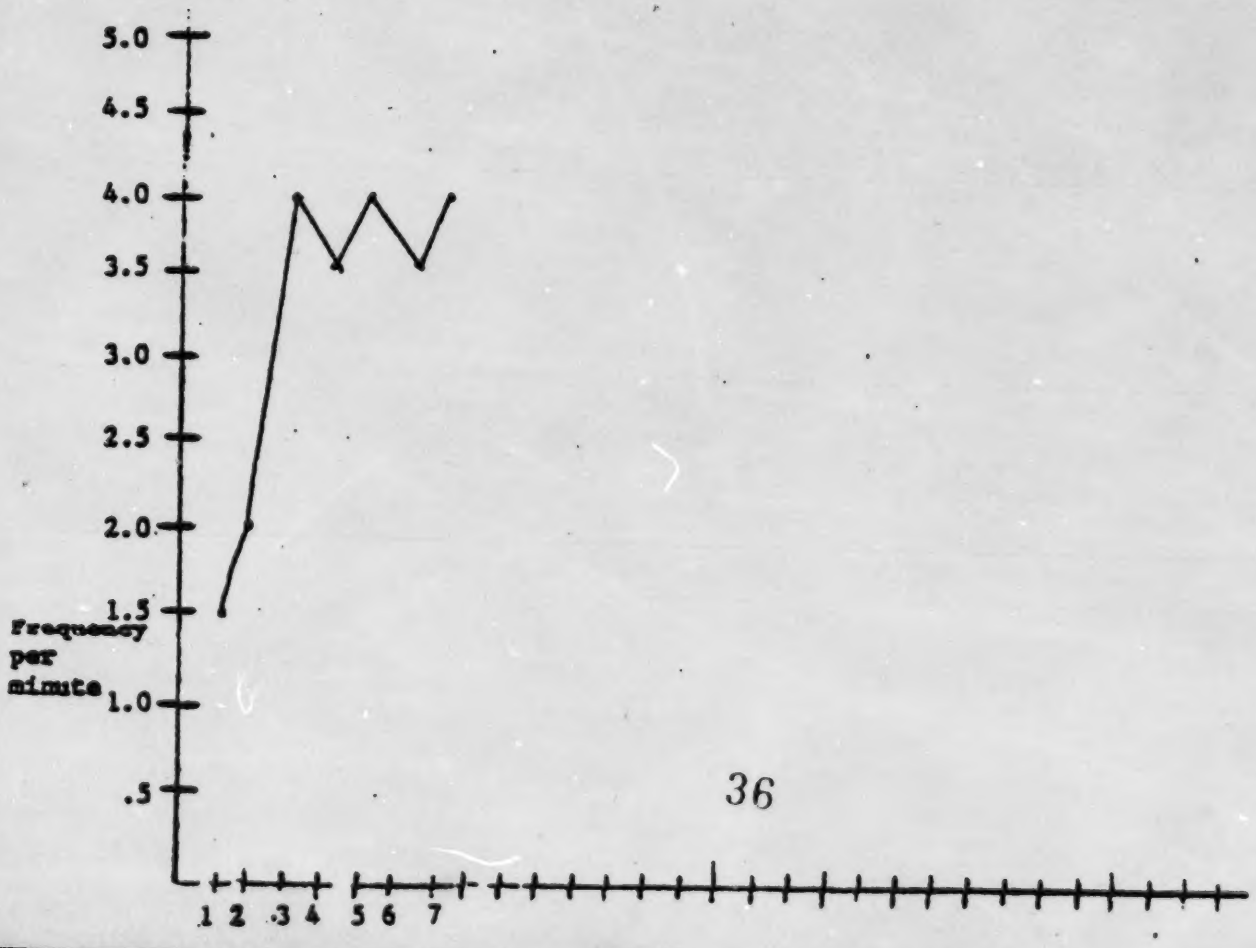


Figure 6: Frequency graph of data collected during one week

HACCRB 0-3 REGIONAL PROJECT

Child's Name: 094

CDS: 05

Long Term Goal: The child uses both hands, left hand dominant. 90.00.00

Activity: The child screws a lid. 90.11.00

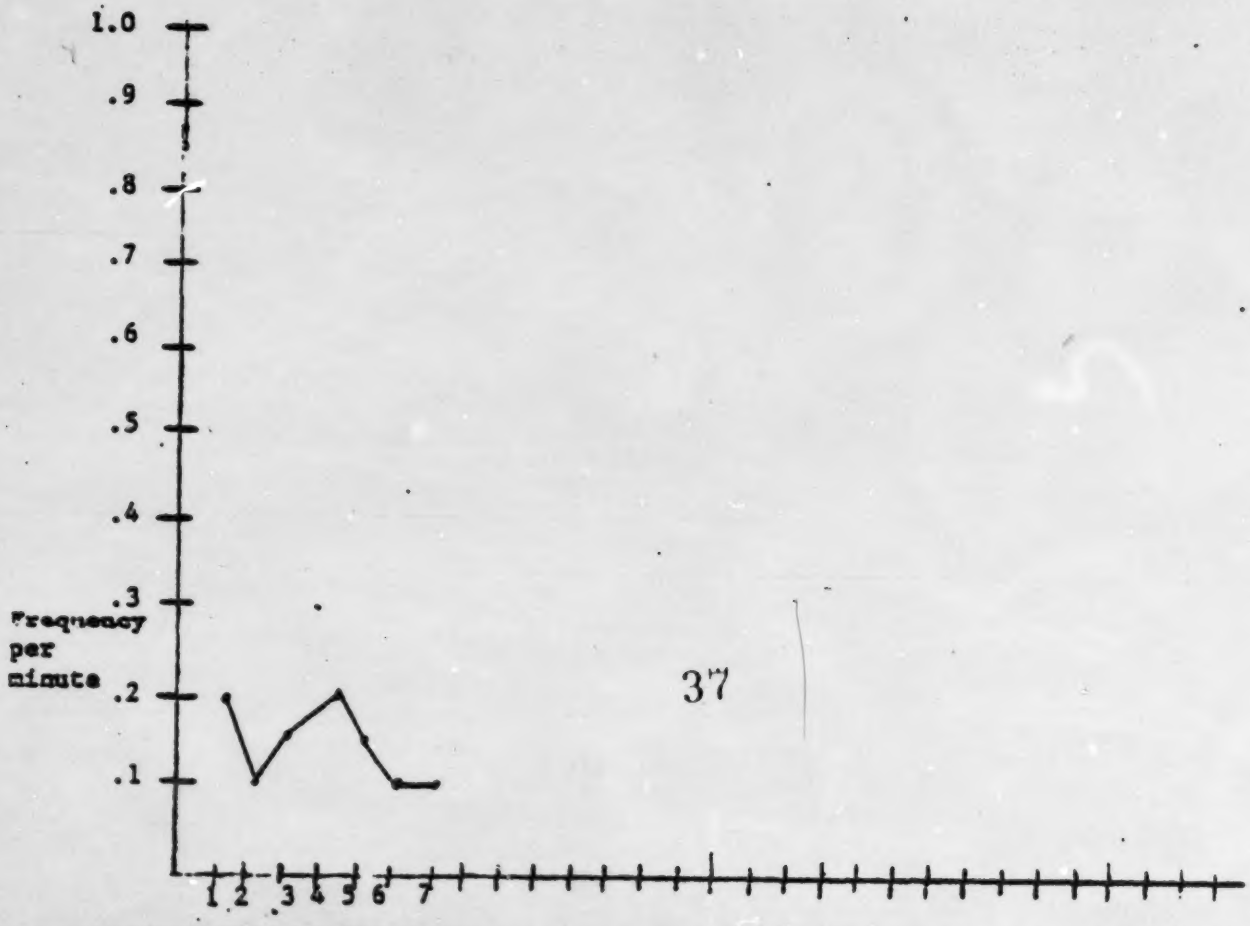


Figure 7: Frequency graph of data collected during one week

MACCRIB 0-3 REGIONAL PROJECT

Child's Name: 094

CDS: 05

Long Term Goal: The child uses both hands, left hand dominant. 90.00.00

Activity: The child spreads paste on paper. 90.08.00

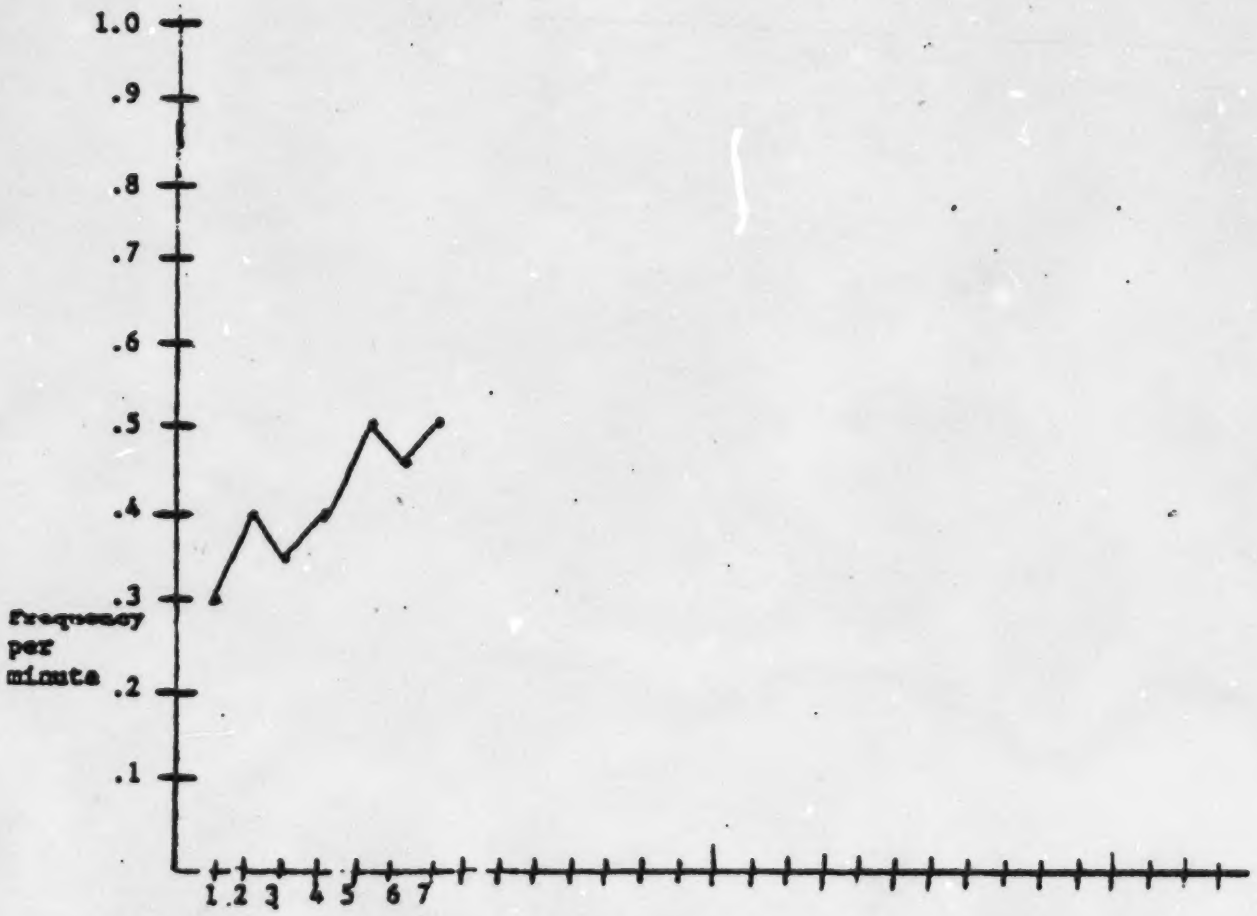


Figure 8: Task analysis of Long Term Goal

Child's Name and Number 050

CDS's Name and Number 05

Long-range goal The child crawls reciprocally.

Number 04.19.00

Activity Numbers	
04.19.01	1. The child positions self with help on hands and knees.
04.19.02	2. The child positions self unaided on hands and knees.
04.19.03	3. The child positions self on hands and knees unaided and maintains balance with help.
04.19.04	4. The child maintains balance on hands and knees unaided.
04.19.05	5. The child rocks up and back on hands and knees.
04.19.06	6. The child moves forward on hands and knees with help.
04.19.07	7. The child moves forward on hands and knees unaided.
04.19.08	8. The child moves forward reciprocally on hands and knees with help.
04.19.09	9. The child moves forward reciprocally on hands and knees unaided.
_____	10.
_____	11.
_____	12.
_____	13.
_____	14.
_____	15.